

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH **ELEMENTARY LEARNERS:**

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.4: Students use models and scales to explain or predict the organization, function, and behavior of objects, materials and living things in their environment.

A. One Sample Instructional Activity/Project for Elementary School Learners that Incorporates this Academic Expectation Could Be:

Students will construct a model of the earth and the moon on the school athletic field. The earth will have a one millimeter diameter.

(1) What will be the distance in meters from the earth to the moon?

(2) What will be the size of the moon?

If the Earth is one inch in diameter,

(1) What will be the distance to the moon in inches, feet, and miles?

(2) What will be the size of the moon.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

(1) The student will push a surveyor's wheel to measure the number of meters between the earth and moon in the model.

(2) The student will construct an Earth and moon out of clay in the appropriate relative sizes.

(3) The student and a peer will research within the library to find:

(a) the diameter of the earth

(b) the diameter of the moon,

(c) the distance between the earth and the moon.

(4) The student will verbally describe that a globe is a model of the earth.

(5) With the assistance of a peer the student will observe the moon and draw a picture of the moon in the night sky on four successive Monday evenings.

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C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity:

(1) The student will copy the numerals on the meter of the surveyor's wheel to record the distance. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #3; SELECTED ACADEMICS #49}

(2) The student will participate in a telephone call to set up a moon observation for that evening. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #3, #8, #9; SOCIALIZATION, #13, #14, #15; SELECTED ACADEMICS #51}

(3) Given to balls of clay and the request, "Point to the one that is larger." the student will make the appropriate choice. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #3; SELECTED ACADEMICS #49}

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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.4: Students use models and scales to explain or predict the organization, function, and behavior of objects, materials and living things in their environment.

A. One Sample Instructional Activity/Project for Elementary School Learners that Incorporates this Academic Expectation Could Be:

Student will study the structure of a flowering plant. Students will create a cross section and the longitudinal section of the plant stem, leaves, and flower using colored clay, construction paper, colored cellophane, tissue paper, and pipe cleaners.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will purchase narcissus bulbs and force them to bloom.
- (2) The student will bring blooming flowers to school from her families spring garden.
- (3) The student will point to the flower, the stem, and leaf of a potted plant upon request.
- (4) The student will identify five different flowering plants in a springtime garden.
- (5) Using a fresh stalk of celery and colored water, the student will demonstrate how nutrients flow through the stem to the leaves.
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C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity:

- (1) Upon request, the student will create a "ball," "snake," and "pancake" with clay. [TARGETED SKILLS: motor skills, communication skills, recreation/leisure skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #18, #22; LEISURE/RECREATION #36, #38: SCHOOL #62}
- (2) The student will share construction materials with a small group of peers. [TARGETED SKILLS: social skills, communication skills] {COACH: COMMUNICATION #3; SOCIALIZATION #22, #23}
- (3) The student will go to the store with a small group of peers and purchase items for the class project. [TARGETED SKILLS; critical community activities, motor skills, communication skills, socialization skills, functional academic skills] {COACH: COMMUNICATION #1, #2, #3, #6, #7; SOCIALIZATION #16, #17, #18; SELECTED ACADEMICS #39; #45, #50; COMMUNITY #67; #69}
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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.4: Students use models and scales to explain or predict the organization, function, and behavior of objects, materials and living things in their environment.

A. One Sample Instructional Activity/Project for Elementary School Learners that Incorporates this Academic Expectation Could Be:

Students will create various models to demonstrate the impact of flowing water in rivers, creeks, and brooks on geography, geology, and topography of an area (e.g., oxbow, canyons, rock formations, deltas, and wetlands).

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) Using a terrain of water soluble clay, soil, and sand, the student will hold a tube of running water so that it will flow across the terrain to demonstrate erosion of soil and rock.
- (2) The student will work with a peer to construct a series of models depicting the formation of an oxbow lake.
- (3) Students will place 50 floating bath toys in the river and peers can observe their progress down the river, and record the time it takes for the objects to travel one mile down the river.
- (4) The student will participate in a class outing to observe the land and rock formations adjacent to a river.
- (5) The student will participate in a boat excursion along a river and answer "yes/no" questions about what she saw on the banks (e.g., loose rocks, rock formations, sandy banks, cliffs).

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C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities found on their IEPs while Participating in this Class Activity:

- (1) The student will read a digital watch and record the time of arrival of the first floating toy. [TARGETED SKILLS: communication skills functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS: #39, #47}
- (2) The student will participate in a hiking excursion with a small group of peers. [TARGETED SKILLS: communication skills, social skills, motor skills, critical recreation /leisure activity] {COACH: COMMUNICATION #2, #4, #7, #8, #9, #10, #11; SOCIALIZATION #12, #14, #15, #17, #18, #21; PERSONAL MANAGEMENT: #24, #25, #28; LEISURE/RECREATION #38; SELECTED ACADEMICS #38; SCHOOL #60, #61; COMMUNITY #70; #71}
- (3) The student will use a preprogrammed verbal out put communication device to comment on the hiking experience. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #1, #2, #3, #4, 5, #8, #9, #10, #11; SOCIALIZATION #13, #14, #15; SELECTED ACADEMICS #39}

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MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

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General Demonstrators of this Academic Expectation which May Be Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Play with a peer with a doll house, doll house furniture, and appropriately sized dolls to recreate household routines.
- (2) Play "cars & trucks" on a five foot by five foot cloth depicting a town.
- (3) Construct a model railroad with a peer.
- (4) Work with peers to create and use a model school bus made of a cardboard boxes/crates.
- (5) Role play bus safety rules in a model school bus.
- (6) Conduct a tea party using child sized furniture, eating utensils, dishware, and food.
- (7) Point to body parts on a doll when requested to do so by a peer.
- (8) Complete and discuss with a peer the components of a template puzzle that has a representation of the internal components of each object or structure under each piece.
- (9) Manipulate hand puppets with a peer to represent interactions on the first day of school.
- (10) Touch the various parts of a flower on an enlarged model flower.
- (11) Point to the "front," "back," "side," and "back" of a model of a house upon request of a peer.
- (12) Accurately predict which figures will fit through the door when given plastic action figures and a cardboard box with a cut-out door.
- (13) Create a variety of different faces with proportionate features using a variety of media.
- (14) Create a model of a human figure with clay and verbally identify the body parts.
- (15) Use a calendar box with representative tangible objects as symbols to represent the student's daily schedule.
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If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. Paul H. Brookes: Baltimore (5)